SUNY Fredonia

Office of   
Sponsored Programs

Strategic Plan, 2010 – 2017

*Your problem is to bridge the gap which exists between where you are now and the goal you intend to reach.* [***Earl Nightingale***](http://www.1-famous-quotes.com/cgi-bin/viewquotes.cgi?action=search&Author_First_Name=Earl&Author_Last_Name=Nightingale)

*A good plan is like a road map: it shows the final destination and usually the best way to get there.* [***H. Stanley Judd***](http://www.1-famous-quotes.com/cgi-bin/viewquotes.cgi?action=search&Author_First_Name=H.+Stanley&Author_Last_Name=Judd)

*An intelligent plan is the first step to success. The man who plans knows where he is going, knows what progress he is making and has a pretty good idea when he will arrive.* [***Basil S. Walsh***](http://www.1-famous-quotes.com/cgi-bin/viewquotes.cgi?action=search&Author_First_Name=Basil+S.&Author_Last_Name=Walsh)

For successful research administration, operational direction growing out of the development and implementation of a strategic plan is essential. Over this past year, it has been the task of the Office of Sponsored Programs unit staff, with the excellent assistance of the Kandel Group and the facilitation of Associate Vice President of Graduate Studies and Research, Dr. Kevin Kearns, to ascertain campus needs, examine unit needs for programming and streamlining processes, and increasing, though the implementation of several strategies, the number of external applications and successful awards.

Thanks from the entire unit go to Ginny Horvath, Vice President for Academic Affairs, Dr. Kearns and Dr. Sally Kandel as well as the many faculty and staff who participated in the initial survey and planning sessions.

**Table of Contents**

Page Number

**The Vision 3**

**A Strong Foundation 3**

**A More Responsive Future 3**

**Core Action Strategies 4**

**Office of Sponsored Programs Work Plan, 2012 – 2017 6**

**Improving On-Going Operational Efficiency and Communication 6**

**Transformative Strategies 8**

**Outcomes and Assessment 8**

**Appendices**

**Kandel Group Documents**

**Faculty Staff Survey and Summary Results**

**Dean and Chair Survey**

**Planning Session Notes**

**Proposed Strategic Direction, Kandel Group, April 2012**

**Survey of Policies from Universities**

**The Vision**

SUNY Fredonia faculty and staff members pursue research, scholarship, creative activity and beneficial programming, including community engagement, and economic development, to expand knowledge in their areas of expertise, enriching and informing classroom teaching, and the campus, students, and the greater community. The Office of Sponsored Programs (OSP) supports sponsored research activities at SUNY Fredonia, is the central point of coordination for sponsored projects and the University's authorized representative through the Research Foundation for SUNY for grants, contracts and other agreements from government agencies, private industry, and non-profit foundations, while acting as a resource and coordinating compliance measures on campus for concerns regarding requirements in sponsored programs and research, providing complete sponsored programs administration and support including, but not limited to: identifying and communicating relevant funding opportunities, assisting in proposal development, electronic proposal submission, and administering and monitoring funded projects, as well as assuring that the university remains in compliance with federal and state policies pertaining to research, serving as the coordinating office for human subjects and export control related activities, and in the cases of Intellectual Property, is the initial contact for the transfer of research-derived inventions into commercial use.

**A Strong Foundation**

In 2006, the current structure for the Office of Sponsored Programs was implemented by merging the former separate and distinct pre- and post-award offices, organizationally and physically located in two separate divisions and separate buildings, into a “one stop” grants management unit. Key to the success of the merger was the unit staff -- their input, knowledge, skills and abilities -- and the streamlining of old processes to be more customer-responsive. Coupled with a newly renovated office space accessible to the campus in Thompson Hall, the Office of Sponsored Programs “one stop” unit achieved distinction in 2009 by successfully navigating through an internal audit by the Research Foundation and being cited for significant improvements as compared to an earlier 2004 internal audit.

There are more than 65 years of combined experience among the staff of the Office of Sponsored Programs, with broad and specialized expertise to assist in funding searches, application and budget development, administration of awards, compliance questions or issues, and other allied activities. The strong communication and teamwork embodied in the OSP unit assures knowledgeable and exceptional professional service.

**A More Responsive Future**

As the campus moved through the strategic planning process resulting in *The Power of Fredonia*, a strategic planning document that will guide the campus through the next five years and in alignment with the SUNY Chancellor’s The Power of SUNY strategic plan, the Office of Sponsored Programs (OSP) also began assembling information and documentation to prepare a strategic plan for the unit.

Assistance was endorsed and arranged by Vice President for Academic Affairs Ginny Horvath and Associate Vice President Kevin Kearns employing consultant, Dr. Sally Kandel, of the Kandel Group. Through the combined efforts of Dr. Kandel, Associate Vice President Kevin Kearns and the OSP staff, a thorough survey was developed and administered to faculty and staff on-line to obtain updated, core information on the needs and perceptions of the campus. More than 97 responses were received. An additional survey, as developed by Dr. Kandel, was circulated to the Academic Affairs VP Council for input.

On Friday, April 13, 2012, Dr. Kandel facilitated a planning session for the campus and OSP in the Alumni House. The morning session sought input and ideas from the attendees which included staff, faculty and administrators. A healthy discussion, coupled with the supportive data from the surveys (Survey Summary Results are found in the APPENDIX to this document), brought forward a framework of needs and possible approaches to address the identified suggestions. The afternoon session with the OSP staff, Associate Vice President Kearns and Dr. Kandel, utilizing the information gleaned in the morning session, sought to establish priorities and action items for the OSP strategic plan. This work resulted in the working document assembled by Dr. Kandel, providing a thoughtful, responsive, and practical series of action items and activities to guide the OSP over the next five years.

**Core Action Strategies**

The core action strategies are the following:

1. Improve communication with stakeholders
2. Implement initiatives to support faculty with their research
3. Enhance accountability
4. Foster critical external relationships
5. Provide institutional information
6. Establish quantifiable goals
7. Enhance OSP’s visibility and promote its services
8. Develop institutional research clusters that leverage SUNY Fredonia’s strengths
9. Conduct training

In keeping with *The Power of Fredonia*, we see these 9 action items falling under the major headings in that document as:

**Fredonia as a Community of Learning**

*GOAL: SUNY Fredonia will be known as a community of learning, with innovative teaching practices and distinctive, diverse learning opportunities for all of its stakeholders.*

Core Action Strategies 1, 2, 4, 5, 8, and 9

**Fredonia as an Engaged Community**

*GOAL: SUNY Fredonia will be known as a respectful, supportive community, which stimulates and supports social, cultural, artistic, intellectual, and economic growth through multiple and diverse campus and community collaborations.*

Core Action Strategies 1, 2, 4, 5, 7, 8, and 9

**Fredonia as a Sustainable Community**

*GOAL: SUNY Fredonia will be known as a sustainable community, engaging in practices that ensure our own vitality as an institution, integrating sustainability principles into all aspects of campus life, and acting as a model for sustainability initiatives in the communities we serve*.

Core Action Strategies 1, 2, 3, 4, 5, 6, 7, 8, and 9

**Fredonia as a Global Community**

*GOAL: SUNY Fredonia will be known as a global community, with an even more internationalized curriculum and stronger engagement with regional, national, and global communities.*

Core Action Strategies 1, 2, 4, 8, and 9

The *Proposed Strategic Direction* table (located in the Appendix to this document) developed by Dr. Kandel through the planning process, with staff and administrative input, detailed the kinds of activities the OSP should engage in to meet the core action strategies, the expectations of who will carry out the activity(ies) and a timeline for achievement. This detailed table provided a responsive and measureable work plan for the OSP for the next five years.

The work plan was the subject of subsequent meetings of Dr. Kevin Kearns, Associate Vice President of Graduate Studies and Research, and the OSP staff. These productive discussions resulted in a re-organizing of the strategic directions and core action strategies into the following three principal headings:

1. Improving On-Going Operational Efficiency and Communication
2. Transformative Strategies
3. Outcomes and Assessment Strategies

Under each of these consolidated headings, the core action strategies were shifted and, in some instances combined, to more accurately reflect those that could be accomplished by OSP staff and those that were, to a much larger extent, an institutional initiative that the OSP certainly would be a part of, but was not the appropriate office to initiate nor implement the recommended effort. A May 7, 2012 draft, incorporating discussion points, was developed and distributed. Staff were assigned “homework” to review the draft plan and their pertinent areas of the website for utility and prioritization.

A subsequent meeting was held on June 18, 2012, and with input the additional input, the plan that follows further streamlines activities and prioritizes those to initiate immediately (Tier I) and those that will need a longer planning and implementation time (Tier II). Specific assignment to staff is deferred except in some areas as the unit, as a whole, regardless of specialized job descriptions, will be responsible for implementing the core action strategies. Some items were temporarily deferred as the Research Foundation for SUNY is working with forum committees developing materials that will provide front-line and foundational bases for the unit.

It should be noted that in a number of areas the unit has already begun investigational work towards the achievement of the core action strategy as there was unit recognition of the necessity to move forward. Some core documents have also been tapped and websites and links that can be beneficial and informing to the campus are being researched.

This document is submitted as the proposed Final Draft for approval, meeting the June 30, 2012 unit deadline.

| Office of Sponsored Programs Work Plan, 2012 - 2017 | | | | |
| --- | --- | --- | --- | --- |
| Proposed Strategic Direction | Core Action Strategy Tier I | Initial Staff Assignment | Core Action Strategy Tier II | |
| Improving On-Going Operational Efficiency and Communication | | | |
| 1. Improve communication with stakeholders | 1.1 Send monthly email to faculty and share funding notices and “what’s happening” information. | Amy, Heidi | 1.2 Conduct “ask a researcher” brown bag lunches. | |
| 1.4 Share successful proposals on the website. | Amy | 1.3 Conduct post mortem on successful and unsuccessful proposals | |
| 1.5 Appoint a faculty advisory board. | Unit staff, VP Council | 1.7 Develop online discussions about research. | |
| 1.6 Partner with faculty professional development on communication and programming, e.g., COS, PIAI, HS, award management, employee management, etc. | Maggie  Unit staff with specialized quals | 1.9 Work with colleges and departments and get on their agendas, e.g., research day. | |
| 1.8 Develop a menu of funding opportunities and put this information on the website or in the emails. | Amy |  | |
| 1.10 Roll out COS with PDC, assure faculty profiles are correct | Maggie |  | |
| 1.11 Arrange for OMNI training and refreshers to allow unit staff to maintain website | Amy  All unit staff |  | |
| 2. Enhance accountability | 2.2 Review OSP policies and procedures. | Maggie and all unit staff in their respective areas | 2.1 Clarify to the colleges the roles and responsibilities of OSP. | |
|  |  | 2.3 Create an online research manual. | |
| 2.5 Working with RF, define and develop risk assessment policies for the campus. | Heidi | 2.4 Review with PI’s their responsibilities and their accomplishments. | |
| 3. Enhance OSP’s visibility and promote its services |  |  | 3.1 Have the Provost write a personal letter to all faculty who submit a research proposal. | |
|  |  | 3.2 Develop a Distinguished Researcher Award Program. | |
| 3.3 Integrate with college activities and actively seek to be part of their agendas through the development of a PR or communication plan | All unit staff | 3.4 Continue to give classroom and community presentations. | |
| 3.5 Enhance the website. | All unit staff in their respective areas |  | |
| 4. Conduct training | 4.1 Conduct training on the Community of Science (COS) database so faculty can conduct their own searches, checking their profiles and using the matching researcher tools. | Maggie and PDC | 4.2 Develop an OSP syllabus that clarifies what all faculty should know about OSP. | |
|  |  | 4.3 Conduct ongoing training for new faculty—something needs to be more continuous than just the orientation | |
|  |  | 4.4 Conduct IRB training. | |
|  |  | 4.5 Send faculty to external training or bring individuals to campus for training, e.g., a representative from NIH. | |
| Transformative Strategies | | | |
| 5. Implement initiatives supporting faculty research | 5.3 Develop a fund to support faculty. This may include targeted funds, summer research grants, course/semester release, buyouts or a GA pool. |  | 5.1 Develop an IEP for recently hired faculty. Discuss their aspirations and put information into a database for tracking and “match-making.” | |
|  |  | 5.2 Explore a mentoring program for newly hired faculty, consulting with departments about internal mentoring processes. Consider charting the needs based upon a faculty life cycle and train faculty how they might scaffold current grants into future grants. | |
| 6. Develop institutional research clusters that leverage SUNY Fredonia’s strengths | 6.1 Identify clusters of institutional strengths; develop these clusters by working with chairs and deans. |  | 6.3 Evaluate the Digital Measures data to see if there are any areas which might indicate institutional strengths. | |
| 6.5 Determine the number of NSF, NIH grants that SUNY Fredonia should try to attain. |  | 6.4 Once the clusters are identified, develop RFPs and consider interdisciplinary centers. | |
| Outcomes and Assessment | | | |
| **7. Establish quantifiable goals** | 7.1 Determine a target for research growth over the next three years, e.g., 25% growth. | All unit staff |  | |
| 7.2 Determine a target for the number of proposals that should be submitted. | All unit staff |  | |
| 7.3 Determine the number of NSF, NIH grants that SUNY Fredonia should try to attain. | Maggie, Amy, Kevin |  | |

**APPENDIX**

**Kandel Group Documents**

**Faculty Staff Survey**

*This survey is being conducted through an independent consultant assisting the Office of Sponsored Programs and Associate Vice President Kevin Kearns to formulate a strong and insightful Strategic Plan.*

*You are being asked to take this survey (about 15 minutes max) to assist in this effort. Only aggregate data will be provided to the consultant and no names or other identifying information is included. You may skip any question; you may add comments.*

*There is a VERY short turnaround time on this survey and you are asked to complete the survey by Monday, April 2, 2012. We urge your participation.*

*For additional information relating to this survey, please contact Maggie Bryan-Peterson, Director, Office of Sponsored Programs at 3528 or petersmb@fredonia.edu.*

1. Department/Unit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Rank: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. How long have you been at *Fredonia*? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_
4. Is pursuit of external funding for research or programming an ***accepted*** scholarly activity in your department? \_\_\_\_\_ Yes \_\_\_\_\_ No

Do you feel that grant writing/seeking external funds is a scholarly activity? \_\_\_\_\_Yes \_\_\_\_\_ No

In a few words, would you explain your answer? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Is grant writing/seeking external funds at all important to you? \_\_\_\_\_ Yes \_\_\_\_\_ NO

Briefly, why or why not? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Have you ever applied for an external grant? \_\_\_\_\_Yes \_\_\_\_\_No

Internal grant \_\_\_\_\_Yes \_\_\_\_\_No

If *yes*, how recently? \_\_\_\_\_More than 5 years ago \_\_\_\_\_3-5 years ago \_\_\_\_\_2 years ago

\_\_\_\_\_1 year or less

1. If you wrote a grant in the past and it was not funded, how did you feel?

\_\_\_\_\_ Ticked off \_\_\_\_\_ Disappointed

\_\_\_\_\_ Depressed \_\_\_\_\_ Cynical, resigned

\_\_\_\_\_ Determined to revise/resubmit \_\_\_\_\_ Relieved

1. If you wrote a grant in the past, and it was not funded, were reviewers’ comments available?

\_\_\_\_\_ Yes\_\_\_\_\_No

If you received them, did you read them? \_\_\_\_\_ Yes \_\_\_\_\_No

Did you use them to revise and resubmit your proposal? \_\_\_\_\_ Yes \_\_\_\_\_No

1. What is your opinion of reviewers’ comments?

\_\_\_\_\_ Who cares?

\_\_\_\_\_ The reviewers clearly didn’t understand my work.

\_\_\_\_\_ Perhaps I didn’t make myself clear.

\_\_\_\_\_ These are great! I can use these comments as a guide to improve my application.

\_\_\_\_\_ Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. If you’re a frequent grant-writer, what makes you do it? (check all that apply)

\_\_\_\_\_ I’m a workaholic, I can’t help it \_\_\_\_\_ Recognition

\_\_\_\_\_ I am frequently successful \_\_\_\_\_ Additional personal income

\_\_\_\_\_ Regard for my expertise and value of my work

\_\_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Within the limitations of the recent budget crunch, what might motivate you to write a proposal?

\_\_\_\_\_ Release time for proposal writing \_\_\_\_\_ Recognition for grant activities

\_\_\_\_\_ Automatic release time for funded research \_\_\_\_\_ Indirect cost recapture to departments

\_\_\_\_\_ Raise allowable additional income limit \_\_\_\_\_ Direct assistance

\_\_\_\_\_ Other (this line is especially important-please be specific)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. If you have never written a grant, why not?

\_\_\_\_\_ No time \_\_\_\_\_ No interest \_\_\_\_\_ Don’t know where to start

\_\_\_\_\_ Don’t know of any funding sources in my discipline \_\_\_\_\_ I focus on teaching

\_\_\_\_\_ Not aware of grant application support services available \_\_\_\_\_ I have enough on my plate

\_\_\_\_\_ Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. If you wrote a grant the past, but not recently, is it because…?

\_\_\_\_\_ No appreciation/recognition for my effort.

\_\_\_\_\_ No interest

\_\_\_\_\_ Tried once and failed

\_\_\_\_\_ I’m tenured.

\_\_\_\_\_ No time. I’m teaching all the time, serving on committees, etc

\_\_\_\_\_ Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lack of information about funding sources has been cited in the past as one barrier to writing external grants. *Fredonia* subscribes to the Community of Science as well as several other resource databases.

1. Were you aware of the resources available \_\_\_\_\_ yes \_\_\_\_\_ no
2. Have you ever used a funding database \_\_\_\_\_ yes \_\_\_\_\_ no
3. Have you requested a funding search? \_\_\_\_\_ yes \_\_\_\_\_ no
4. Do you receive funding announcements from your professional associations or from collegues? \_\_\_\_\_ yes \_\_\_\_\_ no
5. Are you aware of any or all of the on-campus grant programs?

\_\_\_\_\_ Scholarly Incentive Awards \_\_\_\_\_ Carnahan-Jackson Progam

\_\_\_\_\_ Instructional Incentive Awards \_\_\_\_\_ Nuala Drescher Affirmative Action Leave

\_\_\_\_\_ Individual Development Awards \_\_\_\_\_ FSA Program Grants

\_\_\_\_\_ Fredonia Faculty Fellowship Program \_\_\_\_\_ Amy Elizabeth Everett Award Program

1. The office staff gives presentations each semester at New Faculty Orientation and teaches workshops periodically in addition to individual assistance. Specific funding opportunities based on known research interests are e-mailed to faculty regularly. Please check important services for you and perhaps suggest others.

**\_\_\_\_\_** Personal interaction with office staff

\_\_\_\_\_ New faculty orientation

\_\_\_\_\_ Experienced faculty update/brush-up

\_\_\_\_\_ Direct campus mail of funding information

\_\_\_\_\_ E-mail information

\_\_\_\_\_ Discussion groups/brown bag lunches

\_\_\_\_\_ External presenters

\_\_\_\_\_ Readers/reviewers

\_\_\_\_\_ I’m not interested

Suggestions? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Like all areas of our lives, regulations seem to be more prevalent. Have you heard of and/or understand the following:

\_\_\_\_\_ Human Subjects \_\_\_\_\_ Heard of \_\_\_\_\_Know about \_\_\_\_\_ Never heard of

\_\_\_\_\_ Effort Reporting \_\_\_\_\_ Heard of \_\_\_\_\_Know about \_\_\_\_\_ Never heard of

\_\_\_\_\_ Export Control \_\_\_\_\_ Heard of \_\_\_\_\_Know about \_\_\_\_\_ Never heard of

\_\_\_\_\_ Scientific Misconduct \_\_\_\_\_ Heard of \_\_\_\_\_Know about \_\_\_\_\_ Never heard of

\_\_\_\_\_ Conflict of Interest \_\_\_\_\_ Heard of \_\_\_\_\_Know about \_\_\_\_\_ Never heard of

\_\_\_\_\_ Responsible Conduct of Research \_\_\_\_\_ Heard of \_\_\_\_\_Know about \_\_\_\_\_ Never heard of

1. The Research Foundation and SUNY

\_\_\_\_\_ I know Research Foundation is the fiscal agent for all SUNY campuses administering external funding.

\_\_\_\_\_ I know Research Foundation is a 501 ( c) (3) not-for-profit educational foundation.

\_\_\_\_\_ I know Research Foundation does not dispense funds, but administers them.

\_\_\_\_\_ I know that the Office of Sponsored Programs manages our grant programs via the Research Foundation system and policies and procedures.

\_\_\_\_\_ I know that Research Foundation employees are NOT SUNY employees, but have different employment policies and rules.

\_\_\_\_\_ I would like to know more about how Research Foundation and SUNY connect about sponsored programs and research grant awards.

1. Did you know the Office of Sponsored Programs has an extensive website? \_\_\_\_\_ Yes \_\_\_\_\_ No

\_\_\_\_\_ I have never been on their website

\_\_\_\_\_ I frequent the site, but it is hard to use

\_\_\_\_\_ There is too much information

\_\_\_\_\_ There is not enough information

\_\_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Have you heard of the SUNY Fredonia Technology Incubator? \_\_\_\_\_ Yes \_\_\_\_\_ No

Are you aware of the services offered at the incubator? \_\_\_\_\_ Yes \_\_\_\_\_ No

Have you ever been to the incubator building in Dunkirk? \_\_\_\_\_ Yes \_\_\_\_\_ No

Are you aware of the campus/incubator link(s)? \_\_\_\_\_ Yes \_\_\_\_\_ No

Did you know that the SUNY Fredonia Technology Incubator is a 501 ( c) 3 independent corporation under the aegis of the Fredonia Foundation, partnering with the Research Foundation? \_\_\_\_\_ Yes \_\_\_\_\_ No

Did you know that the incubator is self-sustaining through income generation, external funding and grants and that no campus funds are siphoned to the facility? \_\_\_\_\_ Yes \_\_\_\_\_ No

Would you like to know more about the incubator? \_\_\_\_\_ Yes \_\_\_\_\_ No

1. Are there any other areas that you would like to explore, if given the opportunity?
2. Are there any potential inter-disciplinary or partnership research and creative activities that you would like to explore?
3. What suggestions do you have for the Office of Sponsored Programs to help you with funding your research and creative activities?
4. Do you have any other comments? Please be very candid.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Summary Results, Faculty/Staff Survey**

(This part of the document, if electronic, will take some time to manipulate as the results were in Excel in separate worksheets. Well, worth the time, however.)

**Dean and Chair Survey**

The Office of Sponsored Programs is preparing to engage in a strategic planning process. Since OSP supports activities to fund institutional research and creative activities, it is imperative that we work together. To that end, we want to learn more about what you see as potential institutional research interests and how we might be able to better support your department and/or college. Please take 10 minutes to complete this survey so we can enhance our abilities to receive external funding. Thank you very much for taking the time to complete this survey, your responses will help foster a stronger partnership between our office and your needs.

Name:

Department:

Phone:

EMAIL:

1. What are your perceptions about the research or creative activity strengths in your college and/or department?
2. What are potential inter-disciplinary or partnership research and creative activities?
3. What suggestions do you have for the Office of Sponsored Programs to help with securing external funding?
4. Do you have any other comments?

**Notes from Morning Planning Session, April 13, 2012**

**Dr. Sally Kandel, Facilitator**

What are the implications for research in the strategic plan?

**Group 1:**

* Scholarship grant programs: math computer science, STEM fields,
* Technology integration
* Instructional practices: education, local schools
* Curriculum Change and development
* International exchanges
* Fundamental research—faculty, students and sustainability
* Community engagement and partnerships: 21st Century Learning grant
* Transformational education experiences
* Economic development and technology transfer
* Incubator
* Pre/post award training
* Evaluation
* IRB training, processes
* Articulation of policies and practices
* Communication outreach—campus, community and region
* Public relations—journalism intern

**Group 2:**

* Instruction—research to enhance student learning
* Identify funding opportunities—NIH, NSF; are there smaller pockets of money?
* Time for grant writing/implementing—how do we adjust workload
* Release time and load reallocation—reduce the number of preps
* Resources for student involvement—blend research with teaching
* Develop centers—a group of like-minded individuals; attractive to funding agencies
  + Can we identify additional centers
  + Make us more competitive
  + Potential areas
    - Teaching
    - Educational Research
    - Arts
    - Speech/Hearing/Psychology/Music
    - Human Behavior
    - Science—cellular molecular research, fresh water, behavior
      * Deliberate planning
    - Interdisciplinary research—easier to launch
  + Need to balance with curriculum
  + Premise—diversity research or focus research
* What would we need to do to get a NIH grants
* Create nucleus within a department, but still need support from other areas
* Where do our graduate programs fit into this—help or hindrance?
  + Predominantly an undergraduate
  + We want our students to go onto graduate programs
  + Students within a smaller graduate institutions—take more time and effort and slows down faculty productivity
  + Can you do the work in your location with the teaching load, committee work, service, numbers of different preps
  + The institution hasn’t decided what it wants to do with graduate programs
  + Hasn’t distinguished between graduate and undergraduate programs—no additional support or rationalization of workload
  + We don’t have enough work on research, they have a major teaching workload
  + Work out workload problem
* No increase in graduate assistant money for 20 years—due to tuition increase
  + Not sustainability

**Group 3:**

* Pedagogical research: course design/curriculum
  + Undergraduate research
  + Skill building
  + Assessment and evaluation for grants—pre-award—now require 35% on assessment
    - Must prove to sponsor
* Scholarship funding
  + Employ students on grants
  + Increase revenues through grants
  + IDC for institutional goals
  + Funding sabbaticals (no product is shown)
  + Flexible teaching schedule—Title F (professional staff sabbatical for the benefit of institution)
  + Time: fund time and skill building in time management
* Coordinator for community related campus or efforts
  + Relationship of campus and incubator
* Sustainability
  + Institutional sustainability
  + Research and programming
  + Interdisciplinary research
* Fellowship and international collaborations
  + Build opportunities
  + How do we internationalize
  + Cross disciplinary teams

Better facilitate: motivation and structures

* Lack of appreciation of grant writing for tenure/promotion within discipline—need to show appreciation
* Deliberate in the types of support for building grants; provide assistance in the development of the grant
* Don’t have a culture of grantsmanship—steering capable faculty; better job of matching skill sets through release time and grant writing; matching opportunities with investigators
* All bottom up—no umbrella of what is realistic; limited resources and be conscious of time and effort of higher probabilities of success
* PR efforts and recognition to increase enthusiasm
* Cultural shift—celebrated people in the arts; they don’t go for funds
* Recognition—putting something on the listserv; presentation at VP council; reward for every proposal
* Courseload reallocation among research and non-research faculty
* Allocate IDC monies more effectively; equipment, manuscript
* Building relationships with alumni—want to support activities on campus, tap into this better
  + Tell alumni what we need
  + Geneseo—have tapped into their alumni
  + Reconnecting with alumni—tie with departmental celebrations
* All has to be done within the context of teaching and preparation of undergraduate students
  + Use to help fuel along
  + How many frying pans can you have at one time?
* Look for unlikely combinations—different types of pots of money
* Major grant writers have retired—publications is the focus; meet with the dean when you have an idea for a grant; better approach to look at how it will impact education
* Pairing funded with potential funders—untapped talent
* Short window for grant opportunities—window can be 6 weeks
* Which comes first-opportunities or ideas
* Need relationships—good interactions with schools, for example
* Build capacity
* Institutional level grants—having institutional data available; where we can find it
* Don’t have boiler plate language for the institution
* Institutional descriptions available
* Community connections
* Lack of institutional awareness to put a grant together; work to provide support
* Need realistic time
* Improve culture of grant writing; publicize funding opportunities to campus at large and to individual faculty—do some match-making; put out magazine each semester;
* Becoming more proactive do more proactive advertising of sources and people who got that
  + Consider marketing students to help
* Incentivizing faculty
* Is there a reward structure
  + Write/reward; awarded/reward
* What happens if you are successful—how to support the PI
* Successful institutions-rationalize size of problems, don’t use cookie cutter approach
* 7 distinguished professors—only one has a grant
* $10-12 million per year
* Challenge of OSP post award activities
* Being purposeful on setting our goal
* Gamesmanship—a strategic decision when NSF was going to change its focus
  + Around a dual appointment
* Making aware of policy changes of agencies
* Compliance—80% of the time
* Importance of SP in related areas—what directions should we go with graduate programs
* Graduate tuition is more, need to be willful and plan-ful on how large graduate programs should be

Enhances Services/promotion and marketing

* Newsletter
* AP—bulletin—broadcast when there are opportunities
* Also be grant reviewers
* Regular communication
  + Monthly communication with faculty
  + Targeted
* Primary sources investigated
* Group could be formed—feeling that they aren’t being supported
* Want information quick and up-to-date
* Connect with their mentor
* Likely to go to a presentation/or brown bag than comb through emails
* Advertize the supports that are available—more timely
* Strengthening the connection with more faculty
* Grant funders are looking for quality evaluation
* Bringing people with background, internal evaluation, increase dialog
* Content grants are looking for greater impact
* Plan to put in motion—detail actions
* Need milestones for the plan—build evaluation into this
* Faculty should be enticed and also consider staff members who are able to secure funding
* Evaluation of application process—how’d it go, what was the roadblocks (post mortum)
* Not an institutional award for researcher of the year
* Institutional strategic plan—make a pitch for some of the funding for the OSP funding
* Most prolific author—never had a grant due to the nature of the research—how do you determine who qualifies for an award
* Incubator—4 terabytes, we could take advantage of this; possible partnerships

| SUNY Fredonia Office of Sponsored Programs – Kandel Developed Plan | | | |
| --- | --- | --- | --- |
| Proposed Strategic Direction | Tactics | Who’s Responsible | Timeline |
| 1. **Improve Communication with Stakeholders** | * 1. Send monthly email to faculty and share funding notices and “what’s happening” information. |  |  |
| * 1. Conduct “ask a researcher” brown bag lunches. |  |  |
| * 1. Conduct post mortem on successful and unsuccessful proposals. |  |  |
| * 1. Share successful proposals on the website. |  |  |
| * 1. Appoint a faculty advisory board. |  |  |
| * 1. Partner with faculty professional development on communication and programming. |  |  |
| * 1. Develop online discussions about research. |  |  |
| * 1. Develop a menu of funding opportunities and put this information on the website or in the emails. |  |  |
| * 1. Work with colleges and departments and get on their agendas, e.g., research day. |  |  |
| 2. Implement initiatives to support faculty with their research | 2.1 Develop an IEP for recently hired faculty. Discuss their aspirations and put information into a database for tracking and “match-making.” |  |  |
| 2.2 Explore a mentoring program for newly hired faculty. Consider charting the needs based upon a faculty life cycle and train faculty how they might scaffold current grants into future grants. |  |  |
| 2.3 Develop a fund to support faculty. This may include targeted funds, summer research grants, course/semester release, buyouts or a GA pool. |  |  |
| 2.4 Evaluate smaller grant proposals and see if combining them will leverage greater rewards. |  |  |
| 3. Enhance accountability | 3.1 Clarify to the colleges the roles and responsibilities of OSP. |  |  |
| 3.2 Review OSP policies and procedures. |  |  |
| 3.3 Create an online research manual. |  |  |
| 3.4 Review with PI’s their responsibilities and their accomplishments. |  |  |
| 4. Foster critical external relationships | 4.1 Have a single institutional point of contact so external stakeholders can make easy connections. |  |  |
| 4.2 Encourage “bottom-up” relationships between departments and community partners, e.g., College of Education with Local School Districts. |  |  |
| 4.3 Coordinate partnerships to reduce confusion and to enhance potential synergies. |  |  |
| 5. Provide institutional information | 5.1 Create boiler plate institutional language that all researchers can use when completing a grant. |  |  |
| 5.2 Provide easy access to institutional information. |  |  |
| 6. Establish quantifiable goals | 6.1 Determine a target of for research growth over the next three years, e.g., 25% growth. |  |  |
| 6.2 Determine a target for the number of proposals that should be submitted. |  |  |
| 6.3 Determine the number of NSF, NIH grants that SUNY Fredonia should try to attain. |  |  |
| 7. Enhance OSP’s visibility and promote its services | 7.1 Have the Provost write a personal letter to all faculty who submit a research proposal. |  |  |
| 7.2 Develop a Distinguished Researcher Award Program. |  |  |
| 7.3 Integrate with college activities and actively seek to be part of their agendas. |  |  |
| 7.4 Continue to give classroom presentations. |  |  |
| 7.5 Enhance the website. |  |  |
| 8. Develop institutional research clusters that leverage SUNY Fredonia’s strengths | 8.1 Identify clusters of institutional strengths. |  |  |
| 8.2 Develop these clusters by working with chairs and deans. |  |  |
| 8.3 Evaluate the Digital Measures data to see if there are any areas which might indicate institutional strengths. |  |  |
| 8.4 Once the clusters are identified, develop RFPs and consider interdisciplinary centers. |  |  |
| 9. Conduct training | 9.1 Conduct training on the Community of Science database so faculty can conduct their own searches. |  |  |
| 9.2 Develop an OSP syllabus that clarifies what all faculty should know about OSP. |  |  |
| 9.3 Conduct ongoing training for new faculty—something needs to be more continuous than just the orientation. |  |  |
| 9.4 Conduct IRB training. |  |  |
| 9.5 Send faculty to external training or bring individuals to campus for training, e.g., a representative from NIH. |  |  |

The following table was developed to assist in assessing policies currently in place, those we do not have, and those we have but are not specifically articulated using examples of policies from a variety of campuses. It may be utilized as a base for the core action strategy addressing review and development of necessary policies.

|  |  |  |
| --- | --- | --- |
| **Survey of Policies from Universities** | |  |
| (SUNY Plattsburgh, SUNY New Paltz, SUNY Oswego, Dartmouth, UNC Wilmington) | |  |
|  |  |  |
| **Ones Consistently Listed** | **Ones We Do Not Have** | **Ones We Have But Do Not Specifically List** |
| Responsible Conduct of Research | Cost Share & Matching Funds Policy | Travel and Purchasing Cards |
| IACUC | Investigator Responsibilities | Cost Transfers |
| Conflict of Interest | Supplemental Compensation | Budget Modifications and No-Cost Extensions |
| Conflict of Interest - HS | Time and Effort Reporting | Affirmative Action Policies |
| Human Subjects | IP and Authorship Guidelines | Fringe Benefits Policies |
| Scientific Misconduct | Copyright Ownership | Sponsored Programs vs Chartiable Giving |
| Hiring Policies | PI Eligibility | Invention Disclosure |
| SUNY Disclosure | Environmental Health & Safety Policies | Patent Policy |
| Basic Sponsored Program Campus Policies | Employee Workplace Complaint Resolution Policies | Drug-Free Workplace |
|  | Signature Policies | Extra Service Compensation |
|  | Sexual Harassment | Consultant/Service (RF) Policies |